

ANNUAL REPORT

--- of the ---

SCHOOL COMMITTEE

Superintendent of Schools

and Supervisors

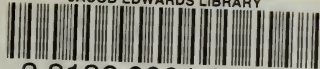
Also Report of Special Committee on
SCHOOL ACCOMMODATIONS

--- of the ---

Town of Southbridge, Mass.

--- for the ---

YEAR ENDING DECEMBER 31, 1931



ANNUAL REPORT

— of the —

SCHOOL COMMITTEE

SUPERINTENDENT OF SCHOOLS

and SUPERVISORS

Also Report of Special Committee on

SCHOOL ACCOMMODATIONS

— of the —

Town of Southbridge, Mass.

— for the —

YEAR ENDING DECEMBER 31, 1931



Organization of the
SCHOOL COMMITTEE—1931-1932

Hector M. LeClair, Chairman, 139 Hartwell St. . . .	1934
Wardwell M. Edwards, 121 Hamilton St.	1934
George B. Wells, 12 Maple st.	1932
Pierre LaFortune, 27 Chestnut St.	1932
Armand O. DeGrenier, 127 North St.	1933
Leo Renaud, Dorchester, Mass.	1933

SUPERINTENDENT OF SCHOOLS

Arthur E. Pierce, residence: 55 Columbus Ave., Tel. 1360
Office: Town Hall Building, Tel. 365

The superintendent's office is open on school days from
8 to 11.30 A. M. and 1.30 to 5.00 P. M. Saturdays: 8 to
11.30 A. M. Monday and Wednesday evenings:
7.00 to 7.30 P. M.

SUPERINTENDENT'S CLERK

Leona V. Lafortune, 27 Chestnut St. Tel. 404-W

SCHOOL PHYSICIAN

Dr. Charles Simpson, 186 Hamilton St. Tel. 326

SCHOOL NURSE

Winifred V. King, 58 Chapin St. Tel. 459-W

SUPERVISOR OF ATTENDANCE

Margaret G. Butler, 29 Marcy St. Tel. 615-W

SCHOOL CALENDAR—1932

Winter term, eight weeks, January 4-February 19

Spring term, eight weeks, February 29-April 22

Summer term, eight weeks, April 29-June 24

Fall term, sixteen weeks, September 7-December 23

NO-SCHOOL SIGNALS

1-1-1 on fire alarm at 8 a. m. No school for primary grades

2-2-2 on fire alarm at 8 a. m. No school for any grade

1-1-1 on fire alarm at 11.30 a. m. One session

1-1-1 on fire alarm at 12.30. Afternoon session for all
schools

REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Southbridge:

The School Committee herewith submit the following report of the finances of the School Department of the town for the year closing December 31, 1931, together with their recommendations of appropriations for the coming year. As to all matters connected with the policy and management of the schools, the committee refer to the report of the superintendent of schools, Mr. Arthur E. Pierce, which is hereby submitted as a part of our report.

FINANCIAL STATEMENT

Receipts—Appropriation	\$174,600.00*
Smith-Hughes Fund, U. S. Government	2,225.38
	<hr/>
	\$176,825.38
	<hr/>

*Includes special appropriations—\$2,000-\$2,600

Expenditures—General Control	\$ 6,479.97
High School—Teachers	\$28,360.88
Janitors	1,308.00
Janitors' Supplies	100.85
Gas & Electricity	592.58
Text Books	1,063.33
Supplies	1,782.88
Repairs	820.87
Fuel	2,151.78
Water	69.47
New Equipment	1,675.57
Telephone	72.63
Miscellaneous	376.87
	<hr/>
	\$ 38,375.71

Elementary—Teachers	\$65,116.99
Janitors	6,183.00
Janitors' Supplies	131.63
Fuel	3,785.07
Gas & Electricity	306.22
Water	506.33
Health	2,375.00
Transportation	5,072.00
New Equipment	1,055.26
Text Books	1,776.94
Repairs	751.67
Supplies	2,314.63
Outlay	3,465.97
Rent	680.00
Miscellaneous	596.02
	—————\$ 94,116.73

Cole Trade School—Teachers ..	\$25,015.22
Fuel	381.87
Books	179.83
Water	30.63
Repairs	54.96
New Equipment	652.00
Supplies	2,050.59
Janitors' Supplies	2.50
Gas & Electricity	518.56
Telephone	53.64
Miscellaneous	494.67
	—————\$ 29,434.47

Continuation—Teachers	\$ 3,627.80	
New Equipment	45.38	
Electricity, power	121.00	
Books	10.63	
Supplies	681.58	
Telephone	35.50	
Miscellaneous	245.85	
	<hr/>	\$ 4,767.74
Evening Schools—Teachers	\$ 2,713.50	
Gas & Electricity	141.60	
Supplies	138.46	
Books	1.25	
Miscellaneous	4.75	
	<hr/>	\$ 2,999.56
Factory Classes—Teachers	\$.216.00	
Books	1.88	
Miscellaneous	12.25	
	<hr/>	\$ 230.13
Miscellaneous	\$ 407.02	407.02
	<hr/>	
Total Expenditures	\$176,811.33	
	<hr/>	
Balance on hand January 1, 1932	\$ 14.05	
	<hr/>	\$176,825.38
	<hr/>	

RECEIPTS RETURNED TO TOWN TREASURER

Massachusetts School Fund	\$ 9,083.00
Vocational School State Grant	9,932.92
Smith-Hughes U. S. Gov. Fund	2,225.38
Factory Classes, A. O. Co.	108.00
Adult Alien Classes, state grant	333.85
High School Tuition	5,775.00
Elementary School Tuition	120.00
Elementary School Tuition, state wards ...	256.50
Vocational School Tuition	2,586.00
Car Tickets Sold	78.00
Books and Supplies Sold	3.00
Athletic Association, toll calls	7.60
Toll Calls	3.95
Use of Hall	50.00
Rent of Room at Mechanic Street School	40.00
Refund,	6.72
Continuation School, state	3,388.45
Evening School, vocational state	1,584.83
Continuation School Tuition	66.00
Cole Trade School, goods sold	496.23
Worcester Boys' Evening Trade Schools	
Tuition, state	16.60

Total Receipts Returned to Town Treasurer \$36,162.03

Total Expenditures \$176,811.33

Total Receipts Returned to Town Treasurer 36,162.03

Net Cost to the Town \$140,649.30

With the close of the last school year, in June, ended the active career of our Superintendent, Mr. Fred E. Corbin, who from 1886 to 1931, a span of forty - five years, gave his services as Teacher, Principal and Superintendent of our Public School System.

We have always found him to be broad-minded and sincere in his convictions, also rich in human sympathy, with a desire to accomplish his task for the public good.

He has been the foremost Public Servant, in the Field of Education, in this community and his influence upon our schools will be lasting.

The Committee was faced with the grave task of filling this important vacancy. There were seventy applications and the qualifications of each were studied very conscientiously. There were many personal interviews and it took several months before a candidate was decided upon whom we thought capable of filling the position best for our community. We hope that the appointment of Mr. Arthur E. Pierce will prove a wise one and meet with your approval.

In previous School Reports I have noted that the town must face the need for increased school accommodations.

Early in the summer of 1931 it became apparent that the enrollment in the high school and grammar grades for September 1931 would be such as to demand at least three extra rooms. All school rooms, including basement rooms, were already in use.

The Committee, therefore, set up three school rooms in the Central Mills. These rooms have provided good quarters, but they are only temporary.

As of January 1, 1932, there were 4 eighth grades and 5 seventh grades. In the High School the total enrollment had been 516. In September 1933, there will be 5 seventh grades and 5 eighth grades. An enrollment of 540 is expected in the High School. At least one extra room must be provided.

In September 1933 the situation will be even more acute. Increased school space of a permanent nature should certainly be provided by that time.

The Committee asks the voters to give serious consideration to the findings and proposal of the Special Committee on School Accommodations, the complete text will be found at the end of this book.

Respectfully submitted,

HECTOR M. LeCLAIR, Chairman.

SUPERINTENDENT'S REPORT

To the School Committee of Southbridge:

I present herewith my first annual report, it being the forty-seventh of the series of reports issued by the superintendents of the public schools of this town.

It was with a very real sense of pleasure that I started my work here. The feeling has continually increased as I have come to know and appreciate more fully the splendid spirit of the Committee, the teachers, and the citizens of the community. The cordiality and co-operation of all has been most helpful. I am glad that I can become a part of Southbridge.

I am proud that I have received the opportunity to follow Mr. F. E. Corbin. Yet, as I come to know more of our schools, I cannot but feel humble as I stand before what he has achieved in the soundness of the educational structure that he has built, in the splendid teacher morale, and in the feeling of respect that the community has for its schools. The confidence the community had in his leadership is evident.

STATISTICAL REPORT

Throughout this report the year relative to attendance extends from September 1930 to July 1931; the year relative to expenditures from January 1, 1931 to January 1, 1932.

I. Population and Valuation

Population of town, census of 1930	14,262
Assessed valuation of town	\$11,969,825
Number of polls, male	4,173
Rate of taxation	\$35.40

Valuation of school houses and lots	\$557,400
Valuation of other school property	\$35,000

II. School Houses

Number houses—occupied 12, unoccupied 1
School rooms—occupied 56, unoccupied 1

III. Teachers

Number of male teachers	13
Number of female teachers	57
Number of special teachers, females	3
	—
	73

IV. Pupils

Number of children in town October 1,
as reported by the census enumerator:

	1930	1931
Between the ages of 5 and 16	3331	3301
Between the ages of 5 and 7	567	495
Between the ages of 7 and 14	2140	2200
Between the ages of 14 and 16	624	606
Number 16 years of age and over	137	204
Total enrollment PUBLIC SCHOOLS	1847	1937
Average membership	1785	1866
Average daily attendance	1732	1786
Number between 5 and 7	202	214
Number between 7 and 14	1208	1194
Number between 14 and 16	317	348
Number over 16 years of age	120	181
Number enrolled at NOTRE DAME	612	649
Number between 5 and 7	71	109
Number between 7 and 14	504	493
Number between 14 and 16	37	38
Number over 16	0	9
Average membership	600	616
Average attendance	581	601
Number of teachers	14	12
Number enrolled at SACRED HEART	467	458
Number between 5 and 7	63	74
Number between 7 and 14	372	354
Number between 14 and 16	30	30

Number over 16 years of age	2	0
Average membership	451	441
Average attendance	432	423
Number of teachers	9	9
Number enrolled at ST. MARY'S	202	203
Number between 5 and 7	22	28
Number between 7 and 14	135	146
Number between 14 and 16	30	15
Number over 16 years of age	15	14
Average membership	192	197
Average attendance	183	185
Number of teachers	8	8

COST PER PUPIL

Total expenses for the grades	\$94,116.73
Cost per pupil based on total enrollment	\$63.17
Cost per pupil based on average membership	\$65.26
Total expenses for high school	\$38,375.71
Cost per pupil based on total enrollment	\$85.85
Cost per pupil based on average membership ...	\$90.84

PHYSICAL TESTS

Children examined 1470	Eyes defective 117
Ears defective 15	Parents notified 121

CHANGE OF TEACHERS—Resigned

April	Gloria Boucher	Grade II
June	Dorothy Clark	Grades I-II-III
August	James Forbes—Director	Cole Trade School
December	Irene Mitchell	High

Appointed

September	Clark H. Morrell—Director	Cole Trale School
September	Robert V. Beals	High
September	Anna Misiaszek	Grades I-II-III
September	Ruth Pollard	Grade VI
September	Ruth Beck	Assistant
December	Louise Austin	High

CORPS OF TEACHERS—January 1, 1932

	1st Appt.	Grade	Educated
Arthur E. Pierce	1931	Supt.	Mass. State College
High			
*Channing H. Greene	1929	Science	Middlebury
Harry J. McMahon	1926	Science	Holy Cross
Robert V. Beals	1931	Science	Harvard
Ethel F. Putnam	1922	Latin	Middlebury
Kathryn H. Finnegan	1922	French, Spanish	Middlebury
Louise Burrington	1929	Mathematics	Wheaton
Alice Phinney	1928	English	Wheaton
Priscilla Drake	1928	History & Civics	Boston Univ.
Claudia Dube	1926	French & Gen. Science	N. H. State
Thecla Fitzgerald	1926	English	Radcliffe
Apolline M. Aucoin	1920	Commercial	Worcester Nor.
Frances Troy	1927	Commercial	Salem Normal
Esther Knowlton	1929	Commercial	Salem Normal
Constance Coderre	1929	Commercial	Simmons
Persis Howe	1930	Commercial	Salem Normal
Louise Austin	1931	Commercial	Wheaton
Helen M. Woodward	1930	English	Boston Univ.
Cole Trade School			
*Clark H. Morrell	1931	Director	Boston Univ.
Nils Engstrom	1920	Electricity	Amherst A. C.
Robert Kingston	1922	Shop Inst.	Lowell Institute
Emery Lavalley	1926	Drawing	Southbridge Voc.
Herman Persson	1927	Machinery	I. C. S., Scranton
Frank Olson	1929	Machinery	Mass. Inst. Tech.
Warren M. Switzer	1928	Woodworking	General Electric
Ralph F. Mead	1930	Optical	Northern Illinois
Albert F. Hanson	1930	Optical	Mass. School of Optometry
Continuation			
*†Frederick Vantura	1920	English	Hyannis Normal
Mary E. Meagher	1887	English	Southbridge High
Veronica M. Roycroft	1930	Domestic Science	Simmons
Marcy Street Grammar			
*Laura B. Desmarais	1922	VIII	St. Anne's Acad.
Julia Yott	1917	VIII	Fitchburg Normal
Grace B. Noyes	1923	VIII	Putnam High
Vera Glixman	1930	VIII	Worcester Normal

	1st Appt.	Grade	Educated
Elizabeth Hall	1916	VII	Colby
Catherine Brick	1927	VII	Our Lady of the Elms
Hannah Bowden	1929	VII	Bridgewater Normal
Beatrice Bousquet	1929	VII	Fitchburg Normal
Bertha Wallace	1922	VI	Hyannis Nor.
Gabrielle Lanouette	1930	Asst.	Keene, N. H. Normal
Marcy Street Elementary			
*Mary L. Boardman	1891	II	Southbridge High
Bertha Foley	1912	II	Worcester Nor.
Irene Gough	1914	III-IV	School of Dom. Science
Mary Chase	1906	III	Home School
Alice Wixted	1926	IV	North Adams Nor.
Annie Marcy	1900	V	Worcester Nor.
May Simpson	1911	V	Worcester Nor.
Laurenda Boyer	1928	V	Boston University
Ruth Beck	1931	Asst.	Southbridge High
Central			
*Blanche Harwood	1903	VI	Southbridge High
Mabel Joy	1915	VI	Westfield Nor.
Ruth Pollard	1931	VI	Worcester Normal
Mechanic Street			
*Jennie Munroe	1905	IV	Bridgewater Nor.
Julia Morrill	1914	III	St. Joseph's Nor.
Sylvia Claffin	1929	II	Westfield Normal
Mabel Chamberlain	1902	I	Southbridge High
School Street			
*Agnes Meagher	1886	IV	Southbridge High
Helen Ashton	1930	III	Fitchburg Normal
Mary Prendergast	1918	II	St. Mary's High
Jeannette Stone	1898	I	Southbridge High
River Street			
*Mary Ellis	1882	I	Southbridge High
Edith Randall	1920	II	Southbridge High
Corrine Beaudreau	1924	III-IV	Southbridge High
Ruth Sampson	1930	V-VI	Westfield Normal
Fire Station			
*Marie J. Saunders	1924	V	West Chester Nor.
Blanche LaFerriere	1930	VI	Hyannis Normal
Town Hall School			
*Mary E. Butler	1902	I	Southbridge High
Eliza Beighe	1923	I	Worcester Nor.

	1st Appt.	Grade	Educated
Elm Street			
Mary McCabe	1890	I	Quincy Training
Sandersdale			
Anna Misiaszek	1931	I-II-III	Fitchburg Normal
Dennison			
Stella Gay	1907	I-VI	Southbridge High
Lebanon Hill			
Pauline M. Roy	1923	I-V	Westfield Normal
Harriet Beattie	1930	Drawing	Mass. School of Art
Rosalie McGrath	1926	Music	N. E. Conservatory
Louise B. Corbin	1924	Dom. Science	Wheaton
Margaret G. Butler	1892	Asst.	Southbridge High
Joseph B. Lanza	1929	Substitute	Fitchburg Normal
*Principals		†On leave of absence	

STATISTICS FROM SCHOOL REGISTERS

School Year Ending July 1, 1931

					Aver.		
	Bys.	Gls.	Tot.	Tot. Mem.	Daily Att.	Aver. Mem.	P. C. of At.
High School	168	284	452	453	404.67	382.47	95.725
High School VIII	22	15	37	38	33.36	34.56	96.461
High School VIII	14	20	34	34	31.39	32.85	95.540
High School VIII	18	17	35	35	32.98	33.56	98.273
High School VIII	16	20	36	36	32.39	33.61	96.395
High School VII	25	19	44	46	41.73	43.59	90.878
High School VII	24	19	43	46	40.39	42.34	95.388
High School VII	22	21	43	44	41.01	42.31	96.923
High School VII	29	16	45	46	40.90	42.63	96.028
High School VI	30	19	49	49	45.28	46.97	96.412
High School VI	25	23	48	48	45.47	47.37	95.990
High School VI	29	20	49	50	42.71	45.78	93.279
Engine House VI	17	17	34	36	33.30	34.49	96.550
River Street V&VI	22	20	42	42	39.74	41.03	96.607
Marcy Street V	20	24	44	46	42.15	43.70	96.429
Marcy Street V	19	25	44	44	41.63	43.27	95.786
Marcy Street V	24	23	47	46	42.11	43.08	97.503
Engine House V	16	21	37	38	35.89	37.25	96.350
Marcy Street IV	26	24	50	54	49.53	51.57	95.846
Mechanic Street IV	26	22	48	48	43.58	44.26	98.455
School Street IV	12	15	27	28	23.39	24.39	95.830

					Aver.		
	Bys.	Gls.	Tot.	Mem.	Daily Att.	Aver. Mem.	P. C. of At.
Marcy Street III&IV	22	28	50	52	46.56	49.04	94.945
River Street III&IV	18	10	28	33	29.85	30.95	96.432
Marcy Street III	28	23	51	56	50.93	52.55	96.085
Mechanic Street III	23	23	46	45	41.98	43.57	96.395
School Street III	15	16	31	33	28.03	29.82	93.886
Marcy Street II	23	19	42	43	39.98	41.46	96.683
Marcy Street II	18	22	40	43	37.92	40.07	94.729
Mechanic Street II	20	27	47	46	40.21	41.75	96.279
School Street II	15	16	31	32	28.55	30.23	94.391
River Street II	14	9	23	23	21.13	22.45	94.125
Mechanic Street I	19	24	43	43	37.91	39.85	95.140
School Street I	21	16	37	40	30.79	33.47	91.664
River Street I	17	24	41	42	37.60	39.66	94.704
Town Hall S	10	17	27	25	21.72	23.66	95.130
Town Hall N	10	13	23	24	20.99	22.58	92.559
Elm Street I	14	14	28	31	26.27	28.04	93.680
Dennison Dist. I-VI	13	1	14	15	12.50	13.29	94.170
Lebanon Hill I-V	14	3	17	18	16.18	17.10	94.605
Sandersdale I-II-III	16	21	37	38	33.09	35.07	95.200
	934	1010	1944	1989	1785.79	1825.69	95.436
Continuation School	34	113	147	147	17.74	90.76	96.67
Cole Trade School	172		172	172	109.41	118.21	96.08
Evening Schools							
High	60	186	246	246	170.04	204.88	85.15
Mechanic	38	34	72	72	57.48	64.40	88.32
River	7	11	18	18	11.26	12.26	91.78
	105	231	336	336	238.78	281.54	88.42

ENROLLMENT BY AGE AND GRADE October 1, 1930—BOYS

Grade	A g e																				Tot
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
I	27	56	13	2	1															99	
II		13	51	22	13	3	3													105	
III			6	37	21	19	7	4	1	1										96	
IV				10	36	18	8	6	3	6	1									88	
V					11	30	20	15	9	6	3		1							95	
VI					1	10	37	26	22	6	8									110	
VII						1	11	35	19	24	5	5								100	
VIII						1	7	21	23	15	4	1	2							74	
IX								2	11	28	17	10	1							69	
X										1	7	17	6	3	1	1				36	
XI												13	11	5						29	
XII												6	13	8	4		1			32	
Total	27	69	70	71	83	82	93	109	89	93	74	46	20	5	1	1				933	

ENROLLMENT BY AGE AND GRADE October 1, 1930—GIRLS

Grade	A g e																				Tot
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
I	14	79	14	3																110	
II		18	51	20	5		3													97	
III			14	54	15	4	3	1												91	
IV				9	38	16	9	3	1	1		1								78	
V					15	50	17	8	9											99	
VI					2	12	30	21	19	7	1									92	
VII						1	11	26	20	15	2									75	
VIII								20	37	12	3									72	
IX									4	36	60	24	2							126	
X										1	10	23	24	4	1					63	
XI											2	19	21	9	3	1				55	
XII												4	11	19	14	1				49	
<hr/>																					
Total	14	97	79	86	75	83	73	83	123	111	83	67	27	5						11007	

SCHOOL SAVINGS

The following is the amount of deposits for the year ending October 31, 1931:

Marcy Street Elementary	\$2,010.25
Mechanic Street School	876.52
School Street School	919.35
Engine House School	309.59
River Street School	941.64
Marcy Street Grammar	948.79
Dennison District School	56.98
Town Hall School	301.28
Elm Street School	101.92
Central School	65.53

Total Deposits \$6,531.85

Number enrolled depositors	699
Number of deposits	13,143
Transferred to pass books	\$5,588.68
Total deposits to October 31, 1931	\$75,148.58
New books issued	174
Average deposits, 1930	\$11.92
Average deposits, 1931	\$9.34

NEEDS of the EDUCATIONAL PROGRAM

Some of the evident needs of the educational program are discussed quite fully in the report of the Special Committee on School Accommodations, the complete text will be found at the end of this book.

I urge the voters to give that report and all its data their careful study. The need for increased school facilities, for smaller classes, for sub-primary classes, for opportunity classes for those who find regular school work too difficult, and for a very much enriched physical education program should have especial emphasis. The educational welfare of the children of Southbridge is vitally affected by those needs.

COLE TRADE SCHOOL

The community learned with regret of the resignation of Mr. James Forbes as Director of the Cole Trade School. His leadership brought about a trade school that is second to none in the state.

We are, however, very fortunate in our new leader, Mr. Clark Morrell. He has come to us with an excellent background of preparation and experience. We may rest assured that the school will continue to prosper under his direction.

Respectfully submitted,

ARTHUR E. PIERCE.

MARY E. WELLS HIGH SCHOOL

Mr. Arthur E. Pierce,
Superintendent of Schools

Dear Sir:

In accordance with your request I hereby submit my third annual report as Principal of the Mary E. Wells High School.

Our enrollment in September 1930 was four hundred and forty pupils, and from all statistics available in June 1931 we estimated that our enrollment in September would be four hundred and eighty-five pupils. With that expected increase of enrollment, I asked for an additional teacher and the committee saw fit to grant the request.

In place of the expected enrollment of four hundred and eighty-five pupils we have had a total enrollment of five hundred and sixteen. This has occasioned several adjustments of rooms, classes and teachers and in all respects there has been a splendid spirit of cooperation shown by every member of the staff. Several teachers are meeting seven classes daily, although they are entitled by State Law to be given at least one period daily free for consultation and special work. Our large enrollment has thrown out a challenge which has been met willingly and well, but faced as we are with the probable enrollment in September 1932 of five hundred and forty pupils we will need another teacher, not only to

take care of the seating arrangements of this group but also to provide the means of relieving several teachers who are really over-burdened at this time.

Entrance requirements of Normal Schools and Colleges have been increased so rapidly during the last few years that we have been required to enlarge our curriculum in order to be sure that necessary standards would be maintained. We have been gratified to feel that our pupils who have been certified for college are doing good work and we shall endeavor to continue to prepare pupils adequately.

From time to time parents report to me that apparently their children are unhappy in school because they are not getting as good ranks as some of their fellow students. It will be better in many cases if parents of under-classmen who are having difficulty in obtaining satisfactory grades plan to spread their High School Course over a period of five years rather than over four. It is certainly true that pupils are given different degrees of talent and it does not seem to me wise to have a child or parent feel that they must keep up with class leaders at a cost of unhappiness and dislike of school.

Outstanding events thus far in our school year have been the reception to the Freshmen given by the Juniors, the evening session held during education week, the Webster game of Thanksgiving morning, and the Senior Play. Coming events will be the operetta given by the combined Glee Clubs and the Junior Play.

We have been able to help pupils in three new departments of work this year, namely: wood-working and mechanical drawing, elective to all boys under the direction of Mr. Lanza, membership in a Rifle Club Team under the direction of Mr. Beals, and basketball for girls under the direction of Miss Finnegan.

Several teachers are endeavoring to become informed on progressive thoughts and methods in education through travel, summer school and through University Extension Courses carried on during the school year. It will be well when the school department can include in its budget a definite amount to be set aside for these

teachers who are thus definitely trying to improve themselves in service.

The teachers and principal will welcome at all times suggestions from parents, friends and school officials which will assist in accomplishing more toward the education of the youth of Southbridge.

Respectfully submitted,

CHANNING H. GREENE.

COLE TRADE SCHOOL

Mr. A. E. Pierce, Superintendent:

This report covers the calendar year January 1, 1931 to January 1, 1932.

Enrollment of students in school at end of year	127
Graduated	20
Withdrawals entering industry trained for ...	0
Withdrew to other occupations	0
Dropped from school, unfitted	15
Re-entered day school	5
Moved from town	2
Dropped on account of illness	2
Enrolled during year	171

The course in Ophthalmic Prescription Grinding was started September 1, 1930. A full quota of thirty students are now enrolled. Shop practice is conducted by Mr. Ralph Mead and the theory of optics by Dr. Albert F. Hanson.

The influence of the present business depression is causing a gradual decrease in enrollment by limiting the placement of graduates. The same factor limits the enrollment of new students and handicaps the readjustment of students who have erred in the selection of a trade. The "waiting list" appears to grow in about the same proportion.

In order to somewhat alleviate these limitations, I recommend that our Trade School curriculum be broad-

ened to permit full time attendance until an opportunity arises for cooperative employment. This move not only will permit us to meet the demands for entrance but will permit more effective guidance and readjustment. Although little improvement can be made in placing graduates, we can rest assured that a trained man has greater assets. Ninety-five percent of the 1931 graduates are now employed.

The spirit of cooperation with local industries has been extremely gratifying. Their help is a great aid to us in establishing sound principles and objectives for training the youth of this community to meet the future demands of society. We hope to show a greater appreciation of their cooperation through an increased coordination of industrial and school functions. Plans are now underway in all courses to weigh the effectiveness of instruction and check the progress of students in the vital phases of trade education.

GRADUATES—Machine Course

Raymond Lester Apte	Howard Bonham Blackburn
Charles Henry Buckner	George Roland Coiteux
Joseph Austin Craig	Albert Frank Guardiani
Clinton Harold Henley	Arthur Henry Houle
Mitchell John Kopacz	Rosaire Ferdinand McDonald
Maurice Clayton McKinstry	Henry Smith Olney
Emile Paul Senecal	

Drafting Course

George Edward Bonin	Antonio Nunzio Frangello
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Dispensing Optician

Wilfred Gerald Brousseau

Pattern Making Course

Eugene Edward Gaumond

Carpentry Course

Edward Paul Champagne	Henry Libuda
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Stationary Engineering Course

George Harvey Clemence

EVENING TRADE EXTENSION CLASSES

Courses	Instructor	Enroll.
Machine A	Adolph Prahm	
	Herman A. Persson	21
Machine B	John Rawson	9
Mechanical Drafting	Emery Lavallee	
Architectural Drafting	George L'Heureux, Assistant	30
Theory of Optics	Harold Moulton	11
Prescription Grinding	Ralph Mead	33
Trade Mathematics	Robert S. Kingston	12
Patternmaking and Cabinet Making	Warren M. Switzer	19
Total		135

The increasing demands of industry for better trained employees and the desire of employees to meet these demands is in evidence by faithful attendance at evening school classes. The instruction offered in these courses is designed primarily to supplement the daily activity of each individual.

The additional courses offered this year in prescription grinding and theory of optics have proven popular and supply a recognized need.

Respectfully submitted,

C. H. MORRELL, Director.

CONTINUATION SCHOOL

Mr. Arthur E. Pierce,

Superintendent of Schools

It is with pleasure that I submit the 12th annual report of the Southbridge Continuation School.

The enrollment for the year January 1, 1931 to December 31, 1931 was 174—Girls 127—Boys 47. This figure shows a decrease of 12 pupils from the previous year, during which 186 were enrolled. The business condition of the past year has been a decided factor in the decrease of enrollment.

The teaching staff for both the Girls' and Boys' Divisions remained the same and facilitated work in those departments. The staff is as follows:—

Joseph B. Lanza, acting Director and instructor of all boys' classes.

Mary E. Meagher, head of girls' division and instructor of all girls' academic classes, and in charge of placement.

Veronica Roycroft, Domestic Science.

Winifred V. King, "Home Nursing and Child Care."

Miss Aucoin, Commercial Subjects.

Due to the decreasing number in the Boys' Division classes run but two afternoons a week. The results of the boys' shop work has been very gratifying. The shop was run on the "General Shop" plan and offered much diversity in its work. One of the most worthwhile projects was the completion of 10 typewriter tables for the Commercial Department of the High School. Many articles of wrought iron were completed such as bridge, table and floor lamps. Five wood trays and articles of galvanized iron, black iron, tin and copper were completed. An interesting project was the utilizing of old lumber that was secured from breaking up old benches. A dozen or more porch chairs of a substantial nature were made. Individual projects were very limited, the work being of a co-operative nature wherein all work was done on the factory plan.

All academic work has been very closely allied with the shop work. An important stress has been placed upon English and Arithmetic, subjects in which we find many of them woefully weak.

All Commercial work has been very capably handled by Miss Aucoin of the High School. The State Department commends her work very highly and made note of the fact that very few Continuation Schools in the state are offering Bookkeeping, we being one of the few. This praise has not been from the State Department alone, many of the former pupils write and tell us of the value received. One writes "It did not seem an awful lot, one afternoon of school a week. I soon discovered that I

liked bookkeeping and typewriting so much that it induced me to attend Evening school when I found that what I had learned had been so helpful in giving me a good start."

The "Domestic Science" work has been under the direction of Miss Roycroft. Each girl gets training in the food course which offers practical work in the modern methods of canning and preserving, the preparation of well-balanced, economic meals. One former pupil writes that "Now that I have the occasion for using your economical cooking methods, I find that they are very helpful in keeping my budget very low." The girls are taught the correct methods of table service and the duties of a waitress and hostess. Special emphasis is laid on marketing. The girls under supervision attend the lectures given at the "Cooking School" sponsored by the Southbridge News.

In the Sewing classes new garments were made, old ones repaired and remodeled. Much interest was displayed in the making of children's clothing. Several layettes were made for the Visiting Nurse Association. About the value of the training in Sewing one girl writes: "I had never sewed until I went to Continuation School. I find it handy to be able to repair my clothes and even make myself dresses."

Miss King, school nurse conducted a course in "Home Nursing and Child Care." A course of ten lessons of an hour each is given, eight in the classroom and two in the kitchen. Rules of the sickroom, care of the patient and the use of medicinal implements are thoroughly discussed and demonstrated. Much of the equipment has been made in either the Girls' or Boys' division. The rest is supplemented from other sources. Methods of improvising much of the equipment is shown. A course in "Child Study" is given in conjunction and conducted by Miss Meagher, who is head of the girls' division and teaches all academic subjects. The aims of the course are to interest (1) Girls who are caring for children in their own home or in the homes of others. (2) To enlist the girls to help mother care for young brother or sister, especially in training for better habits. (3) To

round out their course in Home Making. The course is highly successful and received commendation from the State Department. The practicability of the course may be shown by the fact that real children are brought in and observed. Definite conclusions as to the proper handling of children are reached.

One of the interesting phases of work done is that of the Girls' "Employment Bureau" of which Miss Meagher makes the following statements.

"For the year beginning January 9, 1931 we had calls from 53 employers for Continuation School girls for housework or mother's helpers; 46 girls were supplied.

The reservoir from which those girls were drawn included those who had home permits during their mother's illness; or those who for some reason had lost their work and were attending Continuation School 20 hours a week.

The courses designed for training these girls are first the training by the academic teacher in developing virtues necessary for success at any job,—in industry, in office, store or the home;—loyalty, honesty, punctuality, speed, thoroughness, neatness of person, agreeable voice and manners, correct method of answering the telephone, recording messages etc.

The employers and I confer frequently about the girls. Many times a hint or suggestion from me has cleared the atmosphere.

The household management course which includes cooking, washing, ironing, care of range and refrigerator, and sewing are given two hours each week. This training helps to fit them for these household jobs.

In 1929 and 1930 we had 39 girls earning at least \$5.00 per week at domestic service; 34 at Hamilton Woolen Co., at an average of \$8.00 per week, 8 clerks averaging \$6.00 per week, thus approximately \$413 a week were brought into families by these girls. Does it not seem that these wage earners need guidance, encouragement, contact with school to train them for citizenship? One result of the Continuation School training has been to arouse their ambition so that out of an

enrolment of 246 in Evening High, 60 Continuation School students are attending in 1931.

From January 9, 1931 through December 18, 1931 there were fifty-three calls from employers for Continuation School girls for housework or mother's helpers; 46 girls were supplied.

On the average wages \$5.00 per week, that means \$230 earned, (besides one or two meals each day) at domestic work alone;—that amount was probably saved for the town as possibly that much less aid would be needed from the welfare department.

It can be readily seen that the follow-up work is of an important nature. It has been our earnest desire to carry out the aim of all follow-up work which is to make adjustments, social, civic, and economic, between the home, the employer and the school.

At this time may I express my appreciation for the whole-hearted co-operation of my co-workers, school officials, employers and parents.

Respectfully submitted,

JOSEPH B. LANZA, Acting Director.

MANUAL ARTS WORK

Mr. Arthur E. Pierce,
Superintendent of Schools

It is with pleasure that I submit the report for all Manual Arts Work as conducted in the Grammar and High Schools.

Primarily this type of work is of an exploratory nature and it is our earnest desire to give the boys experiences in as many types of activities as could be offered.

Previous to September 1931 Manual Arts was offered in the seventh grade, of which there were four classes and the eighth of which there were four classes. The seventh grades came for forty minutes once a week for forty weeks, while the eighth grades came for a hundred minutes once a week for forty weeks. The time was rather limited, as can be readily seen, but continued following the course as adopted the previous year.

Three classes were also organized in the High School. This work being of three types, wood, metal and mechanical drawing.

The work in the High School was of an elective nature and it was soon felt that the boys were capable of planning and making individually selected problems which included medicine cabinets, book cases, folding screens, end tables, bridge lamps, floor lamps and many projects of a commercial nature. It has been very gratifying to notice the advanced workmanship of the boys who had taken the work in the Grammar School.

In September 1931 the work was extended to meet the following grades: 5 sixth grades—5 seventh grades—4 eighth grades—1 special group and three High School classes. The sixth and seventh grades come for forty minutes once a week, the special group for seventy minutes twice a week, and the High School classes for three periods per week of forty minutes duration.

A great deal of the time for the addition of the extra classes was derived from shortening of the Boys' Continuation School week. The decreased enrollment in the Continuation School made this possible.

Even though it was possible to give more time to accommodate many more classes it did not in any way increase the amount of time that was offered to any one group. It is felt that the work is of sufficient importance to warrant its extension to take in all of the above groups. More value could be derived by the classes if all shop time were doubled. The load now carried is a rather severe one and in itself could stand the service of an additional teacher. Under the proposed plan it would be impossible for one teacher to carry the load.

The work of the present school year has been necessarily of the same nature with the exception of the special group. This group recruited from the results of intelligence tests is one of important outcomes of modern education.

It has been found in many cases that these individuals are motor minded, and are very well adapted to doing shop work. Unquestionably each one in this group,

of which there are twelve, present individual problems and must be treated as such. Much help is secured from the individual teachers, past and present, on character, habit, and general attitudes. It has been found that this type of pupil must be dealt with firmly but sympathetically. This class is a very interesting one and will no doubt present many interesting problems. Our aim is to endeavor to prepare these individuals to become better citizens by giving them opportunities and guidances into fields to which they will be best adapted.

The field covered by the work since its inception into the Southbridge School system, seems to justify its continuance. To better understand the goal for which we strive, allow me to quote the aims of all Manual Arts as compiled by E. E. Erickson of State Teachers College, Santa Barbara, California:

1. To give opportunities for satisfying the desire to do things with tools and materials.
2. To afford opportunities for exploring or trying out a variety of occupational fields through actual participation in the work represented by these fields, as a means of discovering occupational aptitudes.
3. To give experience with common tools and materials that will be generally useful to everyone. (handyman abilities)
4. To furnish a body of technical knowledge concerning industrial work and materials used in industry.
5. To lay a basis for intelligent selection and use of industrial products from the standpoints of both fitness and construction.
6. To develop an appreciation of the work of men who labor in the industrial world, and a wholesome attitude toward their tasks.
7. To present a field of possibilities for worthwhile leisure—time pursuits.
8. To widen the students' knowledge of occupations through auxiliary studies and related information.
9. To develop appreciation of economic relationships in industry and business through special study and productive experience.

10. To prolong the educational life of certain students who are encouraged by these special activities to remain in school (vitalizing the educational program.)

11. To give vocational or semi-vocational training to a limited group in order to meet the needs of those who will leave school at an early age.

For the hearty help and co-operation extended me I am very grateful.

Respectfully submitted,

JOSEPH B. LANZA, Instructor.

REPORT OF SCHOOL NURSE

Mr. Arthur E. Pierce,
Superintendent of Schools

Several cases of scarlet fever invaded our schools during the year, but as every precaution was taken to prevent the spread, it was of short duration. At the first outbreak of the disease a daily inspection of each child was conducted by the class room teacher. All pupils showing suspicious symptoms were referred to the School Nurse. Exclusion from school and consultation of the family physician was advised. Follow up work was done in the homes of the above as well as in those of all suspicious absentees. As a result seven concealed cases were detected. Here, steps were taken for proper diagnosis and quarantine.

The annual physical examination was completed and it was most gratifying to note the decrease in the number of defects each year. This year as in the past where such a condition existed, parents were notified and this was followed when necessary by a home call to explain the need for correction. Cooperation in the home has been the result in most cases. Several urgent cases where parents were unable to finance corrections have been paid for by charitable organizations or individuals. In each instance it has been the request of the benefactor that name be withheld. The following number of cases were thus aided:

Eyes tested and glasses provided	18
Tonsil and adenoid operations	3
Dentistry	7

A very important project sponsored by our local Board of Health in which the School Health Department was glad to cooperate was the Toxin anti-Toxin clinic which was held this year in September. One hundred and thirty-three pupils from our schools were given the treatments. These added to those previously inoculated make a large percentage of our children now immune to diphtheria.

The great good thus accomplished is best manifested by the fact that but four cases of that disease have been reported in our town in the last three years. The Dental Clinic also is a source of good, and aids greatly in our oral Hygiene program. Three hundred and ninety-six public school children were given free treatments during the year. Mid-morning lunches continue to be served in all schools. I acknowledge with gratitude a donation of one hundred and forty-seven dollars (\$147) from the Southbridge Woman's Club and one of ten dollars (\$10) from the Southbridge Girls' Club, making a total of one hundred and fifty-seven dollars (\$157) which was used to provide milk lunches for children who were undernourished and who were from homes where no milk was provided or where because of unemployment or other ill fortune the amount had to be curtailed.

The number of 1/2 pint jars served in the different schools:

High School	5002
Grammar School	7250
School Street School	7187
Engine Building School	2258
River Street School	5806
Town Hall School	6791
Elm Street School	449
Mechanic Street School	7480
Sandersdale School, Sept. to Jan.	122
Central St. School, Sept. to Jan.	1537

As personal hygiene plays a large part in the promotion of Health, much stress was placed on that part of our program. In this work the class room teacher plays the larger part. The need of proper foods, rest-recreation, and bodily cleanliness is emphasized. Devices are worked out to stimulate interest in the same. During May a Health Day was observed in all Elementary Schools, and interesting programs were given, made possible through the kind cooperation of Miss Rosalie McGrath, Music Teacher.

While the School Nurse work is chiefly in the interest of the grade schools the location of her office in the High School Building gives the pupils from that school the benefit of her service for first aid and advice, a privilege of which they frequently avail themselves. During the year 1931 First Aid was given to 168 High School Students and advice to 112 High School Students.

The Summer round-up in June consisted of five clinics, one in each of the following places: Town Hall School, River Street School, School Street School, Mechanic Street School and Sandersdale School. I was very sorry to find that but forty-eight children were brought for examination. If we are to reach our goal in our Child Health program we must obtain the cooperation of the parents of the pre-school child.

Respectfully submitted,

WINIFRED V. KING, R. N.

REPORT OF SCHOOL PHYSICIAN

Mr. Arthur E. Pierce,
Superintendent of Schools

I hereby submit my report as School Physician for the year 1931:—

Number of pupils examined in the schools	1022
Number of children examined in the pre-school clinic	48
Number of pupils examined in my office for employment	52

Number of pupils examined in my office to return to school	380
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Total number of examinations	1502
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During the month of May 400 pupils were given the Schick test.

Four pre-school clinics were held during the month of June, at the following schools: Town Hall, River Street and Mechanic Street. Forty-eight children attended.

Four hundred children were given the Toxin-Anti-Toxin treatment in October. The results of this treatment have been very gratifying.

The last case of diphtheria was reported in 1930 and this was a pre-school child.

This year we are about to give the Tuberculin test to the pupils of the high school who wish to avail themselves of this opportunity.

Tuberculosis, which is responsible for more loss of health among our young people than any other disease, must be subdued just as diphtheria, smallpox and many other preventible diseases have been.

In comparing previous records, I note the following improvements in conditions of the teeth and throat defects:

1924—children having poor teeth	1153
1929—children having poor teeth	512
1931—children having poor teeth	238
1924—defective tonsils and adenoids	261
1929—defective tonsils and adenoids	51
1931—defective tonsils and adenoids	61

In my opinion these improvements are due to the efforts put forth by the teaching of health habits and the necessity of nourishing food for children.

Defects found: Teeth 238, Tonsils 61, Skin 22, Heart 8, Feet and Spine 5, Cleft Palate 1, Goiter 2, Poor Posture 41.

Pre-School: Number examined 48, number with Defective Teeth 26.

Work Cards—examined for employment: January 0, February 4, March 2, April 5, May 3, June 4, July 1, August 5, September 12, October 1, November 9, December 6. Total 52.

School certificates for absentees: January 99, February 96, March 60, April 15, May 17, June 14, September 8, October 19, November 29, December 23. Total 380.

Respectfully submitted,

CHARLES SIMPSON, M. D.

--- EVENING HIGH SCHOOL ---

Mr. Arthur E. Pierce,
Superintendent of Schools

It is a pleasure to submit this, my fifteenth report as principal of the Evening High School.

The term opened September 14, 1931 and closed January 26, 1932 completing a term of 50 nights. The classes were held in the Mary E. Wells High School classrooms from 7 to 8:30 P. M., Monday, Tuesday and Wednesday evenings. The total enrolment of 246 pupils included 187 females and 59 males.

The first evening, September 14 was devoted to registration and planning courses. September 15, with classes organized and a program mapped out, the work began. The registration blanks had disclosed the subjects desired by the registrants with results that the following table explains:

Grades VII & VIII, English, 19 enrolled;
instructor, Julia Yott

Business English, 32 enrolled;
instructor, Thecla Fitzgerald

French, 32 enrolled; instructor, Claudia Dube

Spanish, 13 enrolled; instructor, Henry J. Tetrault

Latin, 6 enrolled; instructor, Henry J. Tetrault

Arithmetic, 21 enrolled;

instructor, Laura B. Desmarais

Algebra, 17 enrolled; instructor, Louise Burrington
 Bookkeeping, 61 enrolled; instructor, Earl E. Higgins
 Comptometry, 33 enrolled;

instructor, Josephine Favreau

Shorthand, 53 enrolled; instructor, Persis Howe
 Typewriting, 99 enrolled;

instructor, Esther Knowlton

Clothing, 18 enrolled; instructor, Priscilla Drake

Foods, 12 enrolled; instructor, Veronica Roycroft

Arts and Crafts, 23 enrolled;

instructor, Joseph B. Lanza

Principal Mary E. Meagher

The distribution of pupils according to age is of interest from a psychological standpoint.

Number enrolled from 15 years to 16 years was 22, 16 years to 25 years 189, 25 years to 35 years 27, 35 years to 45 years 6, 45 years and over 2. Thorndike, who has made an extensive study of the capacity to learn according to age found, "That age is not a genuine handicap to learning anything you want to learn or need to learn." The net results of Thorndike's extensive researches in evening schools show in his own words: "The pupils of age thirty and over gained decidedly more than those of age fourteen to sixteen, a little more than those of seventeen to nineteen, the same as those of twenty-five to twenty-nine, and less than those of twenty to twenty-four."

For the past four years the typewriting, bookkeeping and comptometry classes have had more applicants for membership than could be accommodated owing to insufficient equipment and space. A waiting list of twelve for each of these subjects was kept and individuals were notified of vacancies in the order of their registration. Before the end of the term about two thirds of those listed had been given a chance. But there were at least as many more who left without registering for those subjects when they could not be served the first week.

It has been a pleasure to have pupils come to us for help in one, sometimes two subjects needed for success

at their employment: three required special instruction in comptometry; twelve more, speed in typewriting, nine greater speed in taking dictation. A large number found a study of English necessary. Since one of the new notes in Education to-day is "Study a subject when you need it" our Evening High is trying to give just that opportunity.

The classes in English have had practical, usable courses reviewing formal grammar, enlarging vocabulary, improving diction together with a study of fine literature.

French and Spanish were presented, by direct and indirect methods. Phonics, vocabulary, some grammar, conversation and work on theme was the usual procedure in the beginning classes.

The advanced French classes engaged in conversation on topics previously assigned or from experiences of pupils; such topics as travels, cruise, Panama Canal, Albania, decription of job, were included.

The Spanish classes also discussed current events and topics furnished by their Reader "Espana Pintoresca."

In the advanced algebra class were pupils who had graduated from some high school and who came for special review of such topics as theory of exponents, radicals, imaginaries, graphs, logarithms, series, etc.

The advanced class in shorthand was also made up largely of high school graduates and was a dictation group. As all had not been taught the same system of shorthand the instructor had to use considerable ingenuity to make the work profitable for all. The group worked for a higher speed: while some attained that of 140 words per minute, one or two had to struggle to get 80 per minute.

To see 36 typewriters in operation with 36 different students in each of the three classes was a convincing proof of the appreciation of Evening High School. Besides learning part of machine, keyboard, use of shift and tabular keys, numbers etc. a great deal of time was devoted to class drill and rhythm work in the beginners' class.

The intermediate class had centering, tabulation, accuracy tests, drill on numbers etc.

The advanced class while working for speed and accuracy, reviewing all previous work, also had such topics as telegraph and mail service, technique of telephoning and other secretarial studies.

The clothing class had both group and individual instruction, the latter developed as each pupil attacked her own project. Color, design, harmony in dress and accessories suitable to type and occasion, were studied. A list of articles completed which illustrates the type of work done follows: 1 woolen tailored suit, 1 taffeta evening gown. 2 woolen skirts, 1 woolen bolero, 1 lace dinner jacket, 5 silk dresses, 3 woolen dresses, 3 children's dresses and bloomers. 1 pair of pajamas, 1 pair of gymnasium bloomers, 6 silk slips. 2 pairs of curtains, 1 collar and cuff set, 3 pairs of pillow cases.

Remodeled—6 woolen dresses, 1 blouse, 1 felt hat.

In preparation of the Christmas season—5 embroidered towels. 1 pair of pillow cases with cut-work, 1 table scarf, 10 silk pajama bags, 3 pairs of crocheted curtain pulls.

The first project of the foods course comprising pickling, making conserves, marmalade and pepper relish was carried through September 23.

The second project was a Breakfast Unit which included learning essentials of a good breakfast; preparation, and serving of simple breakfasts, then of a hearty one; quick breads, griddle cakes etc., were cooked for the latter.

The third project was the preparation of luncheons or suppers. Soups, vegetables, use of left-overs, bread and rolls, cake and cookies' demonstration lessons were included.

Christmas candy and pastry were taken up in December.

The last project was planning and serving simple dinners. Principles of meat cooking, food values, meat loaf, salisbury steak and stuffed flank steak were demonstrated, also salads, salad dressing and economical

desserts. Correct table service was an important feature of the whole course.

The Arts and Crafts class had an exhibition of the work then completed in Milgene's window, December 14 and 15. It displayed leather, wood, metal including iron, copper, and silver, and woodfinishing.

In the leather work, which was new this year, key-tainers, belts, purses, handbags, book ends, desk sets, waste basket, book mark, and various types of book covers were completed.

In woodwork were exhibited waste baskets, folding screens, bookcases and lawn chairs.

The Metal work showed articles of the hammered finish type,—sconces, ash trays, and bridge lamps.

Besides the courses in the High School classes in VII and VIII grade subjects were held. As the Mechanic and River Street evening schools take pupils only through the sixth grade those leaving school in seventh and eighth grades had no way of completing those grades unless we could bridge the gap.

This year ten have completed VIII grade work and will be eligible for high school next September.

The teachers, with the exception of three, work in the day schools and all were selected for their fitness for this type of work. They were enthusiastic, alert to the needs of the individual, conversant with the industries and business of the town and untiring in their service to their pupils.

Vocational guidance occupied much of the time of the principal who advised as to courses, transfers when necessary, plans for University Extension work or, when urgent, private instruction to be continued after evening school closed.

One hundred and forty-six pupils received certificates for satisfactory work in one, two or three studies. They were awarded as follows: For VII Arithmetic 3, VIII Arithmetic 7, VII English 5, VIII English 8, Business English 25, French 13, Spanish 9, Latin 2, Algebra 14, Bookkeeping 46, Comptometry 20, Shorthand 39, Typewriting 82, Clothing 14, Foods 10, Arts and Crafts 20.

The interest and fine co-operation of the student body of the instructors and of the school department have made the work in every department of the 1931 and 1932 term highly successful.

I should like to conclude with the following quotation which seems to embody the spirit of our evening schools:—"Whether you have a great mind or a common mind, whether you are a genius or just an average man or woman you are a vital and effective factor in your home, your workshop, your community and the world as long as you can say 'I still learn'".

Respectfully submitted,

MARY E. MEAGHER.

REPORT OF SUPERVISOR OF ATTENDANCE

Mr. Arthur E. Pierce,
Superintendent of Schools

A report of the activities in the Attendance Department is respectfully submitted.

A careful investigation is made of every case of non-attendance reported. Outside influence — older unemployed boys—has been a contributing cause to truancy.

The Honor Attendance Banner continues to stimulate interest in attendance and to promote team work. The permanent Honor Attendance Banners given for the highest per cent of attendance during the year of 1930-1931 were awarded to:

Grade I—River Street	Miss Ellis
Grade II—Marcy Street	Miss Foley
Grade III—Mechaic Street	Miss Morrill
Grade IV—Mechanic Street	Mrs. Monroe
Grade V—Marcy Street	Mrs. Marcy
Grade VI—Marcy Grammar	Miss Wallace
Grade VII—Marcy Grammar	Miss Bowden
Grade VIII—Marcy Grammar	Miss Yott
District—Lebanon Hill	Miss Roy

The statistical report follows:

REGISTRATION OF MINORS

Persons 5 years of age or over, and under 7	495
Persons 7 years of age or over, and under 14	2200
Persons 14 years of age or over, and under 16	606
Illiterate minors 16 years of age or over, and under 21.	46

INVESTIGATION OF ABSENCES

Number of cases investigated for grades in public and private schools	1556
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The above absences were caused by illness of children,
illness in the child's family, legitimate excuses, lack of
necessary clothing, contagious disease, truancy
and indifference to School Laws

Cases investigated for Evening School	20
Cases investigated for home permits	28
Cases investigated for Immigration authorities	4
Cases concerning street trades	30
Cases reported to Supervisor of Attendance not found, left town, or removed elsewhere in town ...	6
Number of children found at home not registered at school of school age	3
Number of children found at home between the ages of 14-16	5
Excused from attendance by Physician	2
Cases of persistent tardiness	10
Children found on streets, school absentees from other towns	3
Cases in court	1
Cases of misconduct on streets, in stores and in school	20
Visits to shops, factories, stores, to investigate employment of minors	2
Cases investigated for Continuation School	15
Number of visits to schools, public and private ...	670
Cases of children working unlawfully	3
Children examined at Belchertown	3

Number of disease notifications received from the Board of Health, referred to School Nurse and principals of schools	46
Individual conferences with pupils— behaviour problems	12
Number of milk lunches furnished needy children (Cole Fund)	1600
Number of families assisted by clothing, etc.	48
Number of children between ages of 14 to 16 for whom employment was found	4

PUPIL TRANSFERS

Number of pupils moved into Southbridge during school sessions	83
Number of pupils moved from Southbridge during school sessions	50
Number of pupils transferred from private schools to public schools in town during school sessions ..	26
Number of pupils transferred from public schools to private schools in town during school sessions .	11
Number of pupils transferred from public schools to public schools during school sessions	48

EMPLOYMENT CERTIFICATES ISSUED

Educational, 16-21 literate	311
Educational, 16-21 illiterate	15
Educational, temporary	6
Employment between 14-16	29
Home permits	26
Special	25
Newsboys' badges	25

Total number of certificates issued 437

Respectfully submitted,

MARGARET G. BUTLER.

ROLL OF HONOR
Perfect Attendance 1930-1931

Nine Consecutive Years

	School	Grade	Age
Estelle Robidoux	Marcy Grammar	VIII	14

Seven Consecutive Years

Jennie Kozlowski	Marcy Grammar	VIII	14
Walter Rewinski	Marcy Grammar	VIII	14

Six Consecutive Years

Wanda Kozlowski	High	VII	15
Alfred Horr	Marcy Grammar	VII	14
William Southall	Marcy Grammar	VII	13

Five Consecutive Years

Alfreda Pasay	Marcy Grammar	VIII	14
Nicholas Stevens	Marcy Grammar	VII	15

Four Consecutive Years

Dora Martin	High		16
Emma Hofstra	Marcy Grammar	VIII	13
Ernest Cadarette	Marcy Grammar	VII	13
Melvin Nordman	Marcy Grammar	VII	11
Ellen Kozlowski	Marcy Elem.	V	10
Ignac Zaszycki	River Street	III	9
Alfred Cadarette	Lebanon Hill	IV	10

Three Consecutive Years

Stephanie Bastek	High		14
Bernard Fox	High		15
Gerard Kuehn	High		15
Leo Lusignan	High		15
Leopold Poirier	High		15
Alex Palomski	Marcy Grammar	VII	12
Norbert Lango	Marcy Grammar	VII	15
Wladyslawa Ostrowski	Marcy Grammar	VI	12

	School	Grade	Age
George Kraly	Marcy Grammar	VI	11
Xanthy Vesho	Marcy Grammar	VI	11
Eugenja Kraszenski	Marcy Elem.	III	8
Robert Proulx	Mechanic Street	VI	11
Armand Blanchard	Engine House	VI	14
Andrew Remian	Engine House	VI	12
Daniel Vecchia	Engine House	VI	12
Edward Kurposka	Engine House	V	11

Two Consecutive Years

John Despres	High		16
Chester Gates	High		16
Celeste Gatineau	High		16
Florence Hazzard	High		19
Russell Joslin	High		14
Beatrice Martin	High		16
John Barnard	Marcy Grammar	VIII	13
Raymond Blanchard	Marcy Grammar	VIII	16
Josephine Galletto	Marcy Grammar	VIII	15
Joseph Bonnette	Marcy Grammar	VII	13
Bertha Paul	Marcy Grammar	VII	12
Joseph Lemanski	Marcy Grammar	VII	13
Carmela Lupon	Marcy Grammar	VII	12
Shirley Toomey	Marcy Grammar	VI	11
Cleo Brodeur	Marcy Grammar	VI	12
Joseph Lehonczak	Marcy Grammar	VI	11
Rita Lariviere	Marcy Grammar	VI	11
Irene Darzenkiewicz	Marcy Elem.	V	11
Demetri Vangel	Marcy Elem.	V	11
Harry Kraly	Marcy Elem.	V	10
Clarence Bachand	Marcy Elem.	III	8
Kenneth Barrett	Marcy Elem.	III	12
Rafiela Mogavero	River Street	IV	10
Nellie Szumilas	River Street	II	8
Gennaro Mogavero	River Street	II	8

	School	Grade	Age
Mildred LaCroix	Engine House	VI	12
Jeanette Milczewski	Engine House	VI	12
One Year			
Madelin Ailman	High		16
Jeannette Belanger	High		16
Leonard Blair	High		13
Lincoln Blakely	High		18
Eileen Cullen	High		16
Juliette Girard	High		15
Arthur Guertin	High		16
Louise Kershaw	High		17
Vera Krasowsky	High		16
Margot Kuehn	High		17
Gerard LaFleche	High		14
Adelon Lavoie	High		17
Lauretta Lazure	High		14
Doris Maxwell	High		16
Claire Paquette	High		13
Earle Putnam	High		16
Stanley Putnam	High		16
Ruth Paul	High		15
Bernice Robblee	High		15
Emelia Romano	High		17
William Ryan	High		16
Albert Sims	High		14
John Wilson	High		16
Barbara Brockway	Marcy Grammar	VIII	13
Walter Remian	Marcy Grammar	VIII	14
Doris Bachand	Marcy Grammar	VIII	14
Ruth Fay	Marcy Grammar	VIII	14
Victoria Lydlik	Marcy Grammar	VIII	13
Mary Peczka	Marcy Grammar	VIII	14
Alden Collings	Marcy Grammar	VIII	14
Walter Krasowsky	Marcy Grammar	VIII	14

	School	Grade	Age
Robert Werner	Marcy Grammar	VIII	14
Sophie Bednarz	Marcy Grammar	VIII	14
Mary Detarando	Marcy Grammar	VIII	15
Anna Lapointe	Marcy Grammar	VIII	15
Vivienne Lavallee	Marcy Grammar	VIII	15
Stephanie Liro	Marcy Grammar	VIII	13
Lorraine Welsh	Marcy Grammar	VIII	13
Stephen Damian	Marcy Grammar	VIII	15
Jean Clemence	Marcy Grammar	VIII	14
Paul BonEnfant	Marcy Grammar	VII	13
Roland Leduc	Marcy Grammar	VII	14
Forrest Teeson	Marcy Grammar	VII	11
Theodore Casavant	Marcy Grammar	VII	14
Joseph Federico	Marcy Grammar	VII	13
Charles Klockowski	Marcy Grammar	VII	12
Henry Skowron	Marcy Grammar	VII	13
Frances Andrezewski	Marcy Grammar	VII	13
Lorraine Pontbriand	Marcy Grammar	VII	11
Peter Krasowsky	Marcy Grammar	VII	12
Lionel Proulx	Marcy Grammar	VII	12
Frank Silvestri	Marcy Grammar	VII	12
Ernestine Andrews	Marcy Grammar	VII	12
Leona Joslin	Marcy Grammar	VII	11
Harold Ostrander	Marcy Grammar	VI	11
Leola Robidoux	Marcy Grammar	VI	11
Lionel Vincent	Marcy Grammar	VI	13
Mary Lucyniak	Marcy Grammar	VI	11
Stephanie Szugda	Marcy Grammar	VI	10
Pearin DiUlio	Marcy Elem.	V	12
Dorothy Alexander	Marcy Elem.	V	14
Bertha Blakely	Marcy Elem.	V	10
Stanley Abrahamson	Marcy Elem.	V	10
Beverly Austin	Marcy Elem.	V	9
Raymond Berthiaume	Marcy Elem.	V	12

	School	Grade	Age
Statia Kozlowski	Marcy Elem.	V	12
Efervita Vangel	Marcy Elem.	V	10
Doris Champagne	Marcy Elem.	IV	11
Emile Chouinard	Marcy Elem.	IV	11
Armand Derouin	Marcy Elem.	IV	9
Marion Ostrander	Marcy Elem.	IV	9
Theodore Ostrowski	Marcy Elem.	IV	9
Norbert Pickarski	Marcy Elem.	IV	9
John Lemanski	Marcy Elem.	III	10
Frances Derouin	Marcy Elem.	III	8
Vangelia Marco	Marcy Elem.	III	8
Statia Ohop	Marcy Elem.	III	8
Stella Szugzda	Marcy Elem.	II	10
Edwin Waskiewicz	Marcy Elem.	II	8
Ethel Dartt	Marcy Elem.	II	7
Edward Lesniewski	Marcy Elem.	II	7
Ida Gamache	Mechanic Street	IV	11
Ralph Iacabucci	Mechanic Street	IV	9
Georgia Kristo	Mechanic Street	IV	13
Leliose Matte	Mechanic Street	IV	10
Warren McGrath	Mechanic Street	IV	10
Stella Pasataplze	Mechanic Street	IV	9
Mary Pototivo	Mechanic Street	IV	8
Stella Szolusha	Mechanic Street	IV	10
Mary Tobia	Mechanic Street	IV	8
Helen Vangel	Mechanic Street	IV	10
Roland Bombard	Mechanic Street	III	14
Regina Kwiatkowski	Mechanic Street	III	9
Georgea Vangel	Mechanic Street	III	9
Congetta Potalivo	Mechanic Street	II	8
Donato DiNovellis	Mechanic Street	II	8
Stanley Cuikaj	River Street	III	9
Paul Damian	River Street	I	5
Emma Gaumond	River Street	I	6

	School	Grade	Age
Julia Liro	River Street	I	6
Mitchell Szydluk	River Street	I	6
Dorothy Briggs	Engine House	VI	12
Michailine Jolda	Engine House	VI	12
Harry Leduc	Engine House	VI	13
Ruth Twiss	Engine House	V	12
Ernest Howarth	Engine House	V	10
Jennie Ankiewicz	Engine House	V	12
Rita Letourneau	Engine House	V	10
Baldi DelVecchio	School Street	IV	14
Eleanor Barr	School Street	IV	8
Gabriel Jeramenik	School Street	IV	9
Florence Remion	School Street	IV	9
Hazen Locke	School Street	III	11
Marion Gaumond	School Street	II	7
Josephine Seremet	School Street	II	7
Eugene Remian	School Street	I	7
Amanda Gaumond	School Street	I	6
Hector Desourdy	Elm Street	I	7
Mario Ruzzoli	Elm Street	I	6
George Peloquin	Dennison District	V	9
Ernest Nordman	Sandersdale	III	8
Charles Lesniewski	Sandersdale	II	8
Nora Maska	Sandersdale	I	6

Evening Schools

Irja Alto	High	John Brodecki	Mechanic
Sadie Ankiewicz	High	Fernando D'Inteni	Mechanic
Carmela Carmelloni	High	Theodore Costa	Mechanic
Irene Desaulniers	High	Georgea Christo	Mechanic
Antoinette DiYulio	High	Petronela Kaszynski	Mechanic
Ella Dupre	High	Theresa Leonbruno	Mechanic
Gertrude Farland	High	Roland Lussier	Mechanic
Elda Lupon	High	Annunciata Salviolo	Mechanic
Peary Palmerino	High	Antonio Galli	Mechanic

Index Map HOUSE NUMBERING Town of SOUTHBRIDGE MASSACHUSETTS

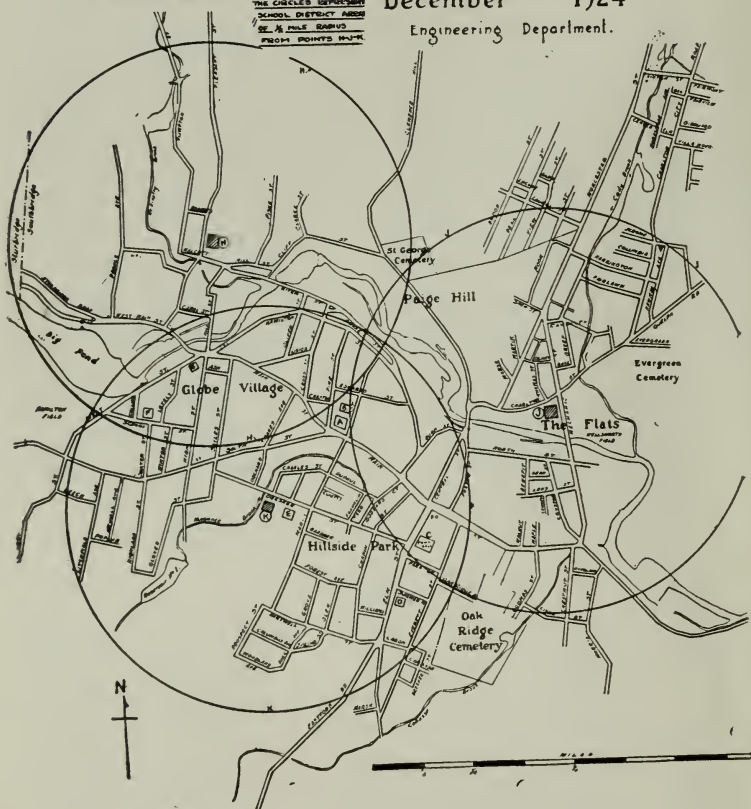
December 1924

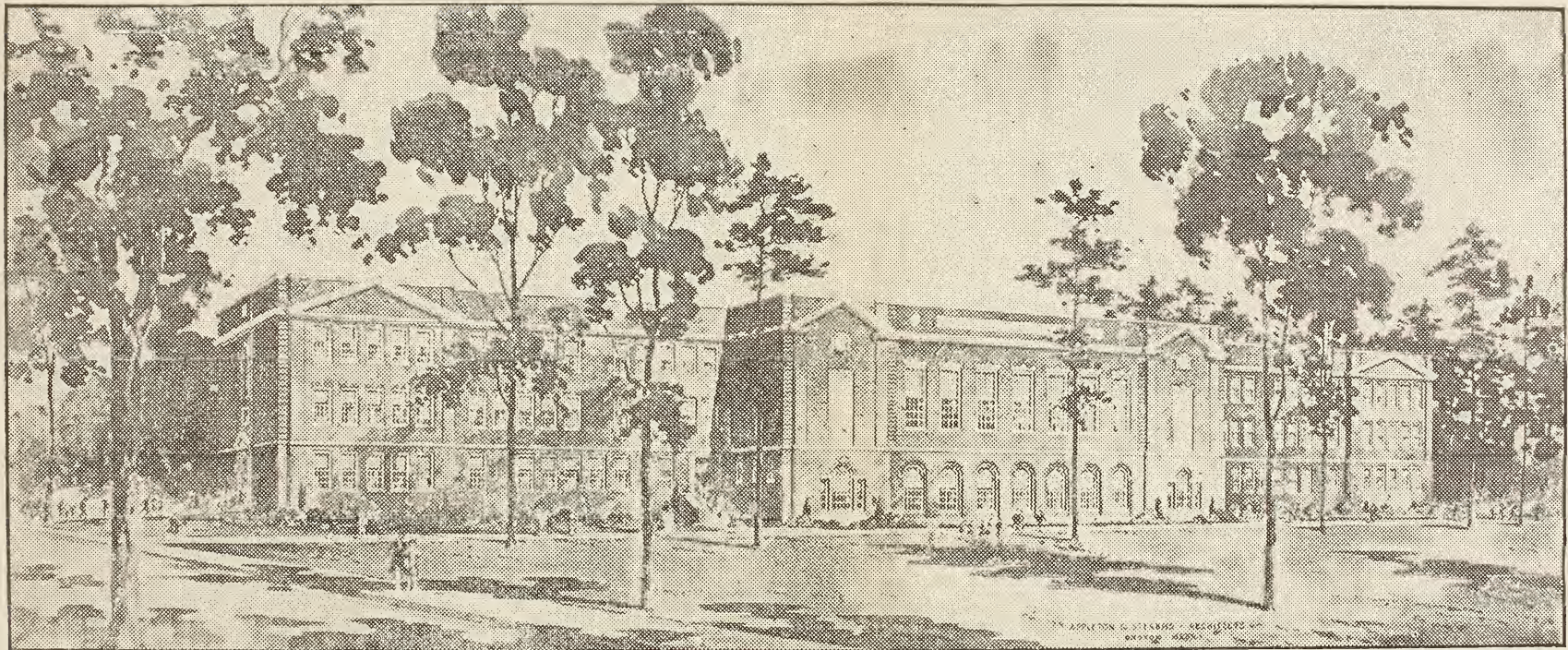
Engineering Department.

SCHOOL LEGEND

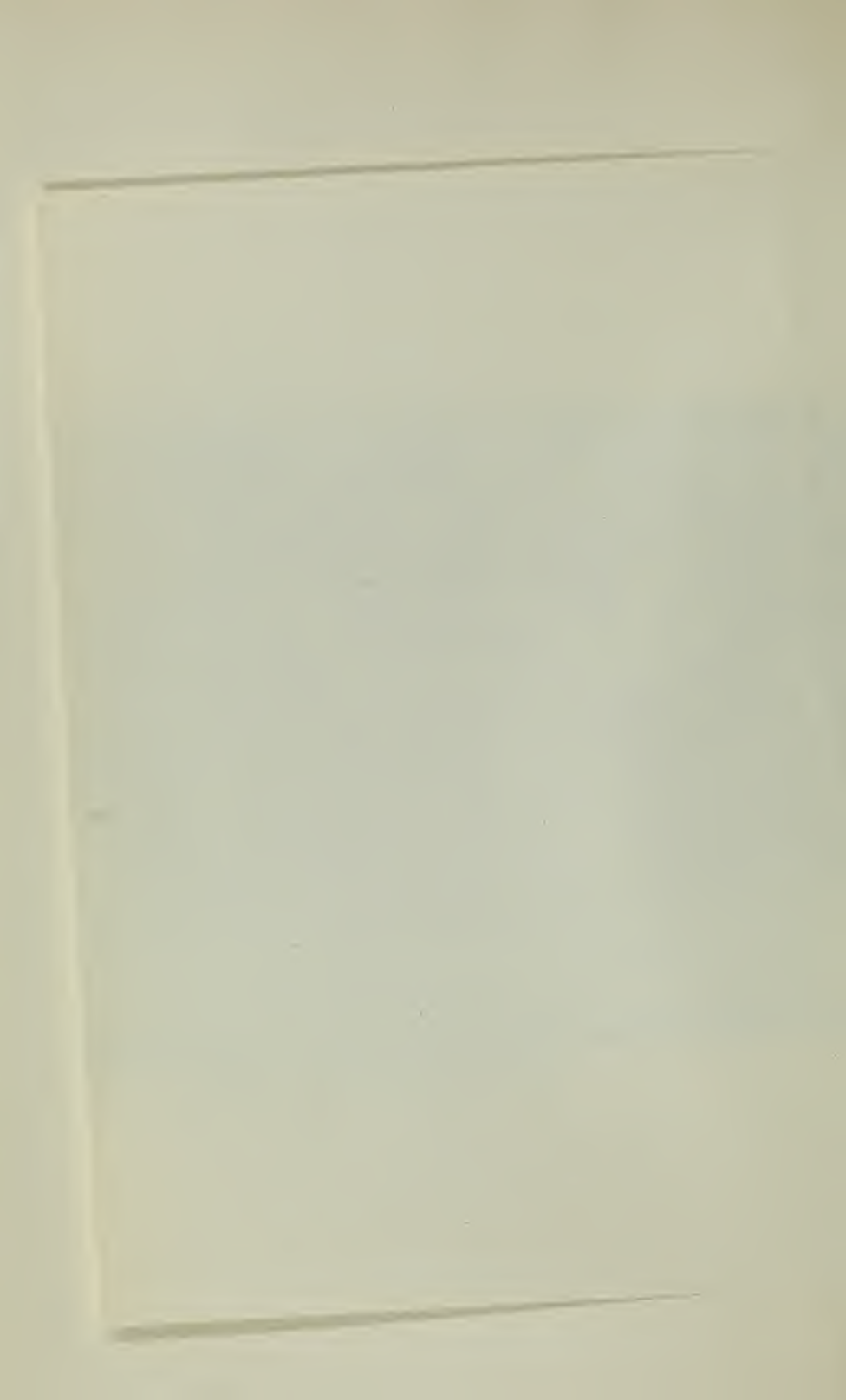
- A - HIGH SCHOOL
- B - MARCY ST SCHOOL
- C - TOWN HALL SCHOOL
- D - ELM ST SCHOOL
- E - COLE TRAPE
- F - SCHOOL ST SCHOOL
- G - FIRE STATION
- H - RIVER ST SCHOOL
- I - MECHANIC ST SCHOOL
- K - PROPOSED SCHOOL

NOTE -
THE CIRCLES REPRESENT
SCHOOL DISTRICT BOUNDARIES
OF A MILE RADIUS
FROM POINTS IN-R





ARCHITECT'S DRAWING OF PROPOSED SCHOOL BUILDING FOR SOUTHBRIDGE



Report of
Special Committee
of the Town on
School Building Needs

At the 1931 Town Meeting it was "Voted that the following Committee be appointed, A. B. Wells, Hector M. LeClair, Pierre LaFortune, James Gable, George B. Wells, to consider the needs of an increased school accommodation, and that such a Committee report at a future town meeting."

The Committee considers its function to be that of a fact finding body to seek out the housing needs of the schools and to present those needs to the town for such action as it deems wise. It is not a committee for recommending expenditure, but merely for presenting the facts as it sees them. It does present what it considers to be a wise solution of the present overcrowded condition.

The procedure of the Committee has been to make a study

1. of the present overcrowding,
2. of the probable future enrollment,
3. to determine the section of the town in which greatest residential growth seems probable,
4. of the needs of the educational program,
5. of the efficiency, economy and condition of the present buildings, and
6. to determine what seems to be the best solution, from the point of view of education and of economy, of the problems presented.

The findings are as follows:

- I. As to present overcrowding
 - a. The fact that the School Committee found it necessary to install classrooms in the Central Mills

is sufficient indication of the need for an increased number of school rooms.

- b. All available school rooms, including those in the basement of the High School, are now in use. There is no present space for expansion.
- c. Southbridge classes average too large for efficient education. (See study No. 1 for supporting data and conclusions.)

II. As to probable future enrollment

- a. A study of the growth in enrollment in Southbridge schools for the past ten years would indicate a probable total enrollment of 2070 in September 1933, 550 of this number being in the High School and 1530 in the grades.
- b. By taking the present enrollment in each grade and putting that number ahead two grades, an enrollment, for September 1933, would be reached of 1515 for the grades and 626 for the High School, or a total of 2141 pupils. Some of the present pupils will, however, drop out, so these figures may be somewhat large.
- c. There is a nation wide tendency for high school enrollments to increase. This is due to an increased recognition of the value of a high school education, to the increase in the age of compulsory attendance, to legislation adverse to the employment of minors, and to slack business, resulting in less employment for minors
- d. Southbridge high school enrollment has probably not reached its peak. Our present high school enrollment is only 3.5% of our population as of 1930. This is a low percent as compared with many similar communities, even when trade and parochial schools are considered.
- e. It seems safe to conclude, therefore, that we may expect at least 550 pupils in the High School in 1933 and 1530 in the grades.

III. As to section of probable greatest residential growth

The telephone company survey, general opinion, present building operations, and available building space would all seem to indicate that the greatest residential growth will come in the south and southwest parts of the town.

IV. As to the needs of the educational program

- a. The need for smaller classes is evident. (See study No. 1) Southbridge should work toward classes of about 25 in the High School and 35 in the grades
- b. The establishment of sub-primary (or kindergarten) classes for children one year below the age for entering the first grade seems desirable. The School Committee has voted to establish such classes when, as, and if space becomes available. They should result in increased economy and better education. Southbridge has a high rate of failure. This year we are paying for an extra year's work in the first grade for the 19.2% of last years first grade who failed. in 1927, 18% of the children in Southbridge were retarded as compared with an average of 10.3% for the state. Those children are learning the lesson of failure and the town is paying for their extra years of work in the various grades.

It has been definitely proved in various studies that sub-primary classes tend to cut down retardation and to accelerate progress through the grades. (See study No. 2 for further data.)

- c. The establishment of opportunity classes for retarded children.
 1. Required by state law when a community has 10 or more pupils three years or more retarded. Southbridge has 62 such children according to the tests just completed by the State Clinic.
 2. Retarded children are merely taking an inordinate amount of the teachers' time from the other pupils without really gaining anything. Special classes and special methods would tend to reduce

retardation, give the retarded pupils a chance for the successful learning of something that will be valuable to them, free more of the regular teachers' time for work with the other children.

d. Increased facilities for shop and sewing.

A diversified education demands work with the hands as well as the mind. The practical arts rooms in the High School are already over-taxed. Any new building should include facilities for handwork for both boys and girls.

e. Library.

One of the prime functions of education is to teach children how to study and how to find desired information. The school library is an essential element in such work.

f. Auditorium.

The auditorium gives to the pupil opportunities and situations for the exercise and development of abilities for which the usual classroom does not provide. It is invaluable in building up school morale through group meetings; in providing an opportunity for acquiring confidence and ease before an audience; in inspiring and developing initiative, ingenuity, originality, and resourcefulness in response to situations natural in auditorium activities; and in the formation of proper habits of conduct in public assembly. It provides, too, increased facilities for community gatherings. A new school should have an auditorium.

g. Gymnasium.

One of the most needed things in Southbridge schools is a place for indoor physical activities. Such a place, in the form of a gymnasium, is absolutely essential to the enrichment of the physical education program. During the school day it would provide for the exercises, games, and posture work that are so essential to sound physical development. The need for an enriched physical education program in Southbridge is evident. A gymnasium is essential to such a program.

After school athletic activities for all of the schools, and particularly for the High School, would be very much aided and enriched by gymnasium facilities.

- V. As to the efficiency, economy, and condition of the present school facilities.
- a. The Mechanic Street, River Street, Marcy Elementary, Town Hall, Sandersdale, and the Grammar and High School buildings are found to be satisfactory for continued use.
 - b. The Committee recommends the abandonment of certain schools.
1. The School Street School.
This frame building was erected in 1847. Its hygienic conditions are extremely bad. The lighting is far below accepted standards, and the ventilation is poor. The toilet facilities are both inadequate and unhygienic. Extensive repairs to the floors and the toilet facilities, painting of the walls, and new furnaces will soon be necessary if the school is maintained.
 2. The Elm Street School.
Another frame building that was erected in 1877. The lighting and ventilating facilities are poor. New floors are needed. As important as anything, however, is the fact that it is a one-room school, and, so, uneconomical to operate. Its location is a dangerous one.
 3. The Engine House School.
The rooms over the Engine House were provided only as temporary quarters, but have been used for quite a number of years. The lighting and ventilating facilities are not good. The location is a dangerous one, especially in that there is no play space.
 4. The Central Mills School provides temporary quarters only.
 5. Dennison District and Lebanon Hill.
These two one-room district schools should be abandoned. Both of them are old buildings with extremely poor ventilating, lighting and hygienic

facilities. In the Dennison School there are only 17 children ranging from grade 1 thru 6. In the Lebanon School there are only 13 children ranging from grade 1 thru 5. Such school units must obviously be inefficient. The teachers are doing an excellent piece of work, but it is not reasonable to expect that, in handling so many grades, she can give to her children what they can get in a graded school.

- c. The Committee is convinced that a policy of sound and economical education demands centralization.
- d. In connection with the study of the present school facilities, the Committee wishes to point out the very great help in housing the children that is rendered by the parochial schools. Forty to forty-five percent of the children are cared for by those schools. They save the town a very considerable educational cost.

VI. The Proposal of the Committee.

- a. The following is a summary of the present school plant and the needs as of September 1933:

PRESENT SCHOOL PLANT:

Schools Recommended To Be Retained

School	Rooms
High	25
Marcy Elementary	8
River Street	4
Mechanic Street	4
Town Hall	2
Sandersdale	1

Total rooms to be retained

Schools Recommended To Be Abandoned

School Street	4
Engine House	2
Central	3
Elm	1
Lebanon Hill	1
Dennison District	1

Total rooms to be abandoned	12
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Total rooms present plant	56
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Expected enrollment September 1933	Pupils per room	Rooms needed
High School 550	25	22
Grades 1530	35	44

Total rooms needed September 1933	66
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Rooms in schools to be retained	44
---------------------------------	----

Rooms shy	22
-----------	----

Plus "Opportunity Class" rooms	2
--------------------------------	---

Total classrooms needed	24
-------------------------	----

plus special purpose rooms

- b. The Committee's proposal is, therefore, that the town build a new school. The building should contain 22 regular classrooms, 2 "opportunity class" classrooms, a double sub-primary room, a gymnasium, auditorium, library, shop, sewing room, etc.

It is expected that in September 1933 there would be 830 pupils in the new school:

Regular grades	770
Opportunity classes	30
Sub-primary	30

830

The Various Grades Would Be Housed as Follows:

Grades	Space Alloted
7 thru 12	High School Grammar School and Marcy Elementary
1 thru 6	River Street—Grades 1 thru 4 Mechanic St.—Grades 1 thru 4 Town Hall—Grades 1 and 2 New Building—all other classes

c. The site

The Committee proposes that the building be erected beside the Dresser Street playground, near the Cole Trade School, but facing the playground. (See perspective) This site is chosen because:

1. The town owns the land.
2. The school would have an excellent playground and a beautiful, safe situation.
3. It is near the section of probable growth.
4. It is readily accessible to all sections of the town. (See map)

VII. In conclusion:

- a. The Committee wishes to emphasize that it is merely presenting the picture as it sees it. It believes that the above data are sound and accurate and that they indicate the solution proposed to be the one most feasible for the educational welfare of Southbridge and its children. The decision as to what course of action to follow rests entirely with the town.
- b. The committee wishes to express its thanks for the whole-hearted cooperation that has been accorded it in its studies. Particular mention should be made of the following:
 1. Mr. W. Cornell Appleton of the firm of Appleton and Stearns, who were architects of the High School and many other school buildings. Mr. Appleton has given much of his time in helping the Committee to study the housing needs and to set up a sound solution.

2. The State Board of Education for its survey, made last spring, of the building needs. The conclusions and proposal of that survey, though not as far reaching as those of the present Committee, are basically the same.
3. Our Superintendent of Schools, Mr. Arthur E. Pierce, whose aid in conducting various studies and in preparing this report has been invaluable.

Signed:

A. B. Wells, Chairman
 H. M. LeClair, Secretary
 J. F. Gable
 P. LaFortune
 G. B. Wells

APPENDIX—STUDY No. 1—Size of Classes

I. Theory

Massachusetts State Department of Education
 recommends—

For High School	not over 25
For Elementary School	not over 35

*In May 1931 it was reported that 56 communities, under 30,000 in population, selected at random and scattered over the country, attempted to maintain maximum class size as follows:

High School	25-30
Elementary School	35

*This group called "national" hereafter for convenient reference.

II. Practice

Certain significant averages:

1. Average for 118 Massachusetts towns of over 5,000 population for school year 1929-30 as compared to the Southbridge average.

a. All Classes:

State average	29.53
Southbridge average	35.64
Southbridge average (Oct. 1931)	35.28

b. High School:

State average	23.5
Southbridge average	26.3
Southbridge average (Oct. 1931)	31.7

c. Elementary Schools:

State average	30.38
Southbridge average	36.22
Southbridge average (Oct. 1931)	36.72
Southbridge median (Oct. 1931)	39.

i. e. one half of classes are 39 or over

d. Average 1st grade in Southbridge Oct. 1, 1931	33.20
Average 2nd grade in Southbridge Oct. 1, 1931	33.60
Average 3rd grade in Southbridge Oct. 1, 1931	38.66
Average 4th grade in Southbridge Oct. 1, 1931	41.77
Average 5th grade in Southbridge Oct. 1, 1931	37.33
Average 6th grade in Southbridge Oct. 1, 1931	43.33
Average 7th grade in Southbridge Oct. 1, 1931	39.75
Average 8th grade in Southbridge Oct. 1, 1931	39.25

Medians for "national" group:

High School	26.1
Elementary School	32.2

III. Conclusions

- a. The average for all classes in Southbridge is larger than the average for the state.
- b. High school classes.
 1. Larger than state recommendations.
 2. Larger than state average.
 3. Larger than the median for 56 communities selected at random over the country.
 4. Larger than the maxima set by the above communities.

c. Elementary schools.

1. Larger than state recommendations.
 2. Larger than state average
 3. Larger than median for above mentioned 56 communities.
 4. Larger than the maxima set by those communities
- d. From the point of view of size of classes, the pupils of Southbridge are apparently not as well served as the average child of the state or the 56 communities.
- e. Southbridge has a high percent of retardation. Too large classes are unquestionably a contributing factor. The principals of the schools feel that the large classes are one of the biggest factors.

STUDY No. 2—Sub-Primary Classes

Last year 19.2% of the pupils in our first grades failed. That is, we are paying for another year's work for practically one fifth of the group. In 1927 18% of the children in the Southbridge schools were retarded as compared to an average of 10.3% for the state. Those children were learning the lesson of failure.

Several causes operate to bring this about. Some of the more important are:

1. Too large classes. No teacher with a large class can possibly give the individual attention that is so important in all grades and is vital in the first grade. This year, fortunately, our classes are not quite so large.
2. Mental immaturity may be a factor. Very few children can be successful in the first grade unless they have a mental age of at least six years. We have no test results to tell us whether this has been a big factor.
3. Low average of mentality. Again we have no tests, but in an industrial community this factor often looms large.
4. Foreign language spoken at home. This is unquestionably a factor in Southbridge. Many of

the children entering the first grade have heard but little English at home.

5. Poor social adjustment. This factor is very important. It will defeat good mentality, we have no data on this factor as it affects Southbridge, but would be surprised if it did not play an important part.

It has been found that sub-primary classes tend to reduce failure in the first few grades. An exhaustive study made in Detroit in 1925 concluded, among other things, that, "Sub-primary attendance results in a significant increase in the rate of progress through the grades."

A similar study in Columbus, Ohio found that those children in the grades who had attended sub - primary classes:

1. Were younger, as a group.
2. Were of a more similar age.
3. Contained a larger percent who were young for the grade in which they were enrolled.
4. Were rated higher in scholarship by the teachers, though this advantage tended to disappear by the end of the third grade.
5. Received a larger percentage of the rating "good" in each of three social studies, in industry, in initiative, and in language.
6. Showed a distinct advantage in mental age, indicating that directed training accelerates mental growth more rapidly than undirected experience.

The author of the above study concludes by wishing, "that compulsory attendance at sub - primary classes might be imposed upon all the five - year - olds in the state."

The National Education Association makes the following statement as to the functions of the sub-primary class:

"The sub-primary class is a continuation of the work begun in the home and the nursery school and seeks further:

1. To train the child more readily to adapt himself to his environment.
2. To teach the child to realize that the privileges and rights he formerly had as an individual cease to be his alone, when he becomes a member of a group.
3. To teach the child to associate with those outside his family group.
4. To develop the power of self-control.
5. To provide for many children an enriched environment. For the large number of children who come from the homes of the foreign born, the sub-primary class gives that elementary control of the English language which is so essential to the work of the primary grades."

In other words, the sub-primary class helps the child to get a proper start. It should work to the benefit of his health, his knowledge, his character, his physical skills, and his culture.

In Massachusetts, the number of communities having sub-primary classes has steadily grown. At the end of the school year 1928-29 52 cities and towns had sub-primary classes, a growth of about 21 percent over the year 1918-1919. Twenty-three out of thirty-nine of the cities have them, and twenty of the 118 towns. Four of the ten communities with a population most nearly equal to that of Southbridge have them.

The sub-primary class might be of special value to Southbridge in the following:

1. Decreasing 1st grade failure.
2. Giving a better English and experience background to the many children from foreign language homes.
3. Caring for many children who are too young to enter the 1st grade, but who would benefit by being in school.

The value of the sub-primary classes needs no longer be questioned. It has ceased to be a place of haphazard play and has become an integral part of the primary school.





